

FEBRUARY 8, 1984

Re.



Prof. Pranab Mukherjee, Union Minister for Finance delivering the Convocation Address
at the Rani Durgawati Vishwavidyalaya, Jabalpur

ALIGARH MUSLIM UNIVERSITY

ALIGARH
Advertisement No. 31-83-84

Applications on the prescribed forms are invited for the following posts:

(1) **Project Officer (Temporary) Centre of Continuing Adult Education AMU**

Scale of Pay: Rs. 700-40-900-EB-40-1100-50-1300 plus allowances

Qualifications

Postgraduate degree or second class in Social Work, Social Sciences, Adult Education with two years' experience in community work field work. Requirement of experience will not be necessary if the candidate has necessary aptitude for this work.

Note: If a Lecturer holding a substantive post is selected from this University, he will be permitted to continue the scale and salary drawn.

(2) **Assistant Engineer (Permanent) Building Department**

Scale of Pay: Rs. 650-30-740-35-810-EB-35-880-40-1000-EB-40-1200 plus allowances

Qualifications

Bachelor's degree in Civil Mechanical Engineering of a Statutory Indian University with atleast five years' experience in Water Supply, Sewage and Sewerage Disposal System in an Organisation or undertaking responsible for maintenance and operation of Water Supply, Sewerage and Sewage disposal.

OR

Diploma in Civil Mechanical Engineering with ten years' experience in Water Supply, Sewage and Sewerage Disposal System in an Organisation or undertaking responsible for maintenance and operation of Water Supply, Sewage and Sewerage Disposal.

(3) **Dietician (Permanent) JN Medical College Hospital**

Scale of Pay: 550-25-750-EB-30-900 plus allowances

Qualifications

I-Essential: B.Sc. with Diploma in Dietetic or Graduate in Home Science with nutrition as a special subject.

II-Desirable: Practical experience as Dietician in a Hospital for three years.

(4) **Senior Technical Assistant (Leave vacancy) Department of Pathology**

Scale of Pay: Rs. 550-25-750-EB-30-900 plus allowances

Qualifications

I-Essential: B.Sc. Diploma in Lab Technology (Clinical Pathology).

II-Desirable: Experience of working in a teaching hospital (Chemical Pathology).

(5) **Orthotist (Permanent) JN Medical College Hospital**

Scale of Pay: Rs. 425-15-500-EB-15-560-20-700 plus allowances

Qualifications

Matriculate or equivalent. Practical experience of working in a Splint Room atleast three years in a recognised Hospital. Diploma in Prosthetics or Orthotics.

(6) **Anaesthetist Technician JN Medical College Hospital**

Scale of Pay: Rs. 425-15-500-EB-15-560-20-700 plus allowance

Qualifications

I-Essential: Matriculate or equivalent. Certificate of Nursing. Three years' practical experience as Anaesthetist Ass't in a recognised Medical College Hospital.

II-Desirable: Working knowledge of Anaesthesia instruments and its care.

Note: Qualifications are relevant to the Selection Committee of the candidate, otherwise found suitable for the post.

(7) **Theatre Technician (Leave vacancy) JN Medical College Hospital**

Scale of Pay: Rs. 425-15-500-EB-15-560-20-700 plus allowances

Qualifications

Matriculate or equivalent. Certificate of Nursing with two years' experience of working in an Operation Theatre or practical experience in Operation Theatre for four years as Assistant or Technician.

Higher initial part may be given to candidates possessing exceptional qualifications and experience. Candidates interviewed may be paid contribution towards their T.A. equal to one single second class Railway fare only.

Prescribed application form and instruction may be had from the Assistant Registrar (Selection Committee) Registrar's Office, AMU, on payment of lump sum amount of Rs. 5/- (for post No. one only) and Rs. 3/- for rest of the posts in each to be deposited in the Cash Section Finance Office, AMU or through an Indian Postal Order payable to the Finance Officer either personally or by sending a self-addressed stamped envelope of 23 x 10 cm. **LAST DATE FOR RECEIPT OF APPLICATIONS IS 25-2-1984 (upto 4.00 P.M. only).** Incomplete applications and those received late will not be considered.

Zamir Ahmed Khan
REGISTRAR

INDIAN INSTITUTE OF TECHNOLOGY, BOMBAY

P.O. III POWAI BOMBAY-400 076

Advertisement No. A-175-84

Applications are invited for the following posts in Environmental Science and Engineering Group at this Institute. Applicants should give an account of their academic and professional records and a list of research publications along with their application.

I Lecturer in Microbiology (Joint Appointment in ISI Group and Department of Chemistry)

Scale of Pay: Rs. 700-40-1100-50-1600

Total Emoluments excluding H.R.A. On Basic pay of Rs. 700 - Rs. 1589.35

Qualification & Experience

Essential: Consistently bright academic record with Ph.D. in Microbiology and two years' professional research experience.

Desirable: Professional experience related to Water in Water related Microbiology.

The post is permanent with no allowances such as D.A., C.C.A., H.R.A. etc. payable to the Institute which correspond to those admissible to the Central Government employees stationed at Bombay.

Applications should be made on the prescribed form obtainable free of charge from the Registrar of the Institute by sending a self-addressed envelope (25 cm x 10 cm) to the Registrar. Candidates should also apply on plain paper in duplicate.

Candidates employed in Government or Semi-Government organisation or educational institution should apply through proper channel.

II Research Associate (Temporary)
Position for a period not exceeding three years.

Qualification

Essential: Consistently bright academic record with a Ph.D. in Environmental Engineering Science.

Age: Below 35 years (Below 45 years in the case of SC/ST candidate).

Research Associateship: In the range of Rs. 1100 to 1500 (consolidated).

Contingency Grants: Rs. 2000/- per annum.

Applications for the post of Research Associate are to be submitted on plain paper.

The application should reach the Registrar, IIT Powai, Bombay 400 076 on or before 29th February 1984.

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IN THIS ISSUE

UGC's Central Universities Panel Report	2
Perspectives on Distance Education	4
Real Education	8
Convocation	
Rani Durgawati Vishwa- vidyalaya, Jabalpur	6
News from Universities	
Poona Varsity's seminar for research students	11
Refresher course in petroleum production engineering	11
Panjab Varsity's orientation course on eradication of illiteracy	12
Solar energy lecture at Osmania	13
AIU participates in Sixth World Book Fair	16
Agriculture	
New wheat varieties for Punjab	14
Indian scientists to participate in Australian crop study	14
Theses of the Month	22
Additions to AIU Library	24

* *Opinions expressed in the articles
and reviews are individuals and do
not necessarily reflect the policies
of the Association*

Editor

M S RAMAMURTHY

Reading is a Pleasure. Make it a Habit.

Eversince UNESCO declared 1972 as the International Book Year, a World Book Fair has been organised in New Delhi every alternate year. Each successive World Book Fair has attracted greater attention than the preceding one.

The Sixth New Delhi World Book Fair which is being organised from February 4-14, 1984 at the well laid out, eye-pleasing Pragati Maidan at New Delhi, is spanning 20,000 sq mtrs of space spread over the Hall of Nations and several Halls in the Hall of Industries. 510 participants including 69 overseas participants from 30 countries of the world, will vie with one another in displaying over 5 lakhs of Indian and language publications. The Rs 12-crore grant which the University Grants Commission is reported to have released to the Universities has come in only timely. A special feature would be a collective display of over 8600 Indian books along with nearly 1000 books received from different countries.

The Book Fair however is no longer a mere Fair where books will be displayed for people to buy or browse. It will hum with activity providing an opportunity for various sections of society like authors, publishers, printers, distributors, binders, etc to meet, discuss in formal groups and exchange experiences and ideas informally on matters of professional interest. For example, the National Book Trust, India is organising an international seminar on "Development of Book Binding Techniques". This seminar has attracted a large number of delegates from various countries including UNESCO. At a special show being organised, China will be demonstrating its traditional craftsmanship in binding. India too has a tradition in book binding. Today, speed, quality and consistency are the hallmarks of binding done as a machine-oriented activity.

The National Book Trust is organising a Rural Writers' convention. The Federation of Indian Publishers will be organising a seminar on "Financial Management in Publishing House" and a seminar on "Successful publishing in 1984". The All India Federation of Master Printers is organising a discussion on "New Print Technology: Is it Economically Viable?". The Association of Writers and Illustrators of Children Books is organising a seminar on "Children's Literature". The Authors Guild of India will be organising a convention. The All India Type Founders' Federation would be organising a seminar. In addition there would be some memorial lectures and presentation of awards. The range and sweep of activity is only indicative of what publishing is today and some of its concerns.

India has a very rich tradition in oral learning. Today India is one of the top ranking countries of the world as far as publishing is concerned. What about the future? Shri P V Narasimha Rao, the External Affairs Minister, pointed out while inaugurating the Book Fair on 3rd February, 1984. "If it is not the old stone it will have to be the new chip (micro-processor). The change over is inevitable". But both he and Smt Sheila Kaul, Union Minister for Education and Culture, who presided over the inaugural function, opined that the new technology now available for information storage and processing would be complementary to the written word.

If the 100 school students who marched from Janpath to Pragati Maidan at the time of the inauguration of the Sixth New Delhi World Book Fair to promote book mindedness is any indication of the future "A good book is a good friend" is something which many and many more are going to discover in the years to come.

—Editor

UGC's Central Universities Panel Report

In the last three issues of University News, parts of the summary of the main observations and recommendations contained in the UGC's Central Universities Panel Report were given. In this issue we are giving highlights from the third part of the report which was carried in our last issue. The fourth and final instalment of the summary is also given.

- While considering other measures for efficient academic and administrative functioning of universities the committee recommended a regular merit promotion scheme. It has also recommended to the committee appointed to review the scales of pay of teachers to consider provision of selection grade under certain conditions.
- The UGC has been requested to work a 10-year plan for providing housing to teachers.
- The needs of the non-teaching staff would also be taken into account in the scheme of housing and medical facilities.
- The pay scales for the non-teaching staff should be taken up after the recommendations of the Fourth Pay Commission become available.
- The terms and conditions of service of employees would be recommended by a Council of Central Universities for the approval of the Central Government.
- A scheme of training be introduced for non-teaching staff.
- The functioning and the quantum and quantity of academic and research work should be reviewed by the UGC and evaluated at an interval of 5 years.
- Separate development plans should be prepared for Central Universities.
- A clearer enunciation of university authority in relation to (i) academic standards, (ii) finance, (iii) law and order, and (iv) social responsibility is required.
- The provision of Court in the Central Universities be deleted.
- The principle of election to any of the authorities of the university is unacceptable to the committee.
- The Executive Council should be a compact body and should be homogenous. The membership of the Executive Council may consist of some ex-officio academics from the university, nominees of the Visitor/UGC, a nominee of the Chancellor and, in the case of affiliating universities, some Principals of colleges. The membership may not normally exceed 13.
- Two consultative committees be set up, one for issues and matters connected with teachers and the other for non-teaching staff.

- Student participation should be in the Academic Council and in the Consultative Committees to be set up at the faculty and departmental level.
- The Academic Council should be the principal academic organ of the university.
- There should be separate Boards of Studies for undergraduate and postgraduate studies.
- A Planning and Evaluation (Monitoring) Board may be set up.
- Five broad functions of the proposed Council of Central Universities have also been spelt out.

The last instalment follows.

4.18 The Committee is of the view that it is neither necessary nor desirable to have a separate police for the University Campus. However it has observed that "there is a strange hangover of the colonial period when politics of freedom was combatted with the help of the police force that university 'autonomy' is supposed to be violated if the police is called in. We believe that the police is a part of civil law and order machinery, and it should be as much available to protect life, property and functioning of the university as is available to any other establishment in the country. If the university is working normally or within defined bounds of tension naturally there is no need for the police, but if it becomes disturbed by exceeding certain limits, as suggested above, the blame, if any, for causing the police to come in for protection would squarely lie with those who created the particular conditions. The autonomy of the university has no relation to this circumstance just as the fundamental rights or privacy of a citizen are not related to his having to take police assistance in an emergency.

While we are on the subject of protecting life, property and self-regulated functioning of the university and the necessity of calling in the police in case these are threatened, we would also like to say that it is equally the duty of the police to protect life and limb as well as the property of public institutions. We have mentioned circumstances earlier when the Vice-Chancellor and other university authorities are in no position to make specific requests for police assistance. In such cases, the initiative has to be taken by the law and order machinery of the district. We are also inclined to make a suggestion that this arm of the law and order machinery should be properly trained and oriented to handle such situations with due caution and finesse, but also with firmness. Half-hearted presence of the police sometime can be counter-productive as experience has shown."

4.19 The Committee is not in favour of setting up a Central University Security Force like the Industrial Security Force, but has suggested that the universities should streamline their watch and ward arrangement. The persons engaged for this purpose should

be declared as part of essential services and enjoy all the privileges and responsibilities which go with it. It would be better that instead of permanent watch and ward staff, the universities should assign this work to an outside agency such as ex-army mens organizations who undertake such work.

4.20 The Committee finds that Delhi University under its present Act is a teaching-cum-affiliating University and unless the Parliament modifies the Act, University and the Colleges must work within the framework of the law.

The Committee has expressed concern that if reasonable academic standards have to be maintained by Delhi University, it is necessary to decentralise its administration particularly in relation to the colleges. In support of this, it has observed as follows:

"It has been brought to our notice that Delhi University suffers to a large extent from administrative problems of its own making. Any small problem arising in a College is referred to the University and it is expected that all decisions in such matters are ultimately to be taken by the Vice-Chancellor. This situation has grown over the years owing to demand from teachers, students and the Karan chauri of a large number of colleges that in all matters concerning their welfare the final responsibility should be that of the Vice-Chancellor—a position that we regret to say the University not only agreed to accept, but in several cases brought upon itself. The effect of this situation is that petty agitations of the colleges are transferred to the University and what could be a handicap for one college becomes a handicap of the whole university. This circumstance has seriously limited the growth and development of university departments as centres of excellence.

4.21 The Committee has recommended that there should be an Administrative Council to deal with matters relating to the colleges. The Council would be presided over by full-time Chairman who may be appointed by the Visitor on the recommendation of the Vice-Chancellor and who should be the chief administrative and academic head for matters relating to undergraduate education.

4.22 The Committee is of the view that it is not a sound academic principle to hold lectures and tutorials at postgraduate level in different places without coordination between the two. It has, therefore, recommended that (a) the entire postgraduate education, except in the faculties of Medicine and Technology, and the Departments of Home Science, Nursing and Pharmacy should be the responsibility of the concerned University Department, (b) Participation of college teachers in postgraduate teaching (both lectures and tutorials) be encouraged, and (c) the responsibility of undergraduate education including honours courses should be that of colleges.

4.23 In the light of the above, there should be a separate Board of Undergraduate Studies in each

subject, and separate faculties of undergraduate studies, and a Coordination Council may be provided to coordinate the recommendations of the faculties in matters of policy or those effecting more than one faculty.

4.24 Following further recommendations have been made:

- (i) There should be a Common Council of Management for the colleges sponsored by Delhi Administration.
- (ii) As the terms and conditions of service of college appointed teachers are identical to those of university lecturers, the broad approach for constituting the Selection Committee for them in particular for appointment of experts, be the same as suggested for university lecturers.
- (iii) Some posts of Readers be provided for the colleges and recruitment to them should be made on the recommendations of the Selection Committee constituted for appointment of Readers in the University.
- (iv) A provision may be made in the Act of the University for declaring certain colleges as 'autonomous' colleges as recommended by the Education Commission.
- (v) A committee be appointed to review the existing grant-in-aid Rules of Delhi Colleges.
- (vi) The admission policy at undergraduate level be reviewed.
- (vii) The existing tutorial system for undergraduate classes in colleges should be reviewed.
- (viii) The examination for the undergraduate course at the end of the first year should be conducted by the colleges concerned as part of internal assessment.
- (ix) Entire undergraduate programme of Delhi University needs immediate review in the light of the guidelines issued by the UGC, and
- (x) Delhi University should immediately revise the qualifications prescribed for making recruitment to the different categories of teachers, as prescribed in the Regulations notified by the UGC.

5. Political Parties

5.1 The Committee is of the view that it is neither appropriate nor practicable to lay a code of conduct for Political Parties. It has appealed to them that as in the case of facing external danger to the country they join together, they should unite in protecting the universities which have a key role in building the future of the country.

5.2 It has further pleaded that the well reasoned recommendations made by it accepted, will in itself be an act of restraint on part of the political parties. □

[Concluded]

Perspectives on Distance Education

G Ram Reddy*

The concept of 'distance education', though formulated only recently, has caught the attention, if not the imagination, of educational planners all over the world. It seems to be an answer to the tremendous problems faced by countries intent on bringing the benefits of higher education to all those who desire or seek it. It was only in the thirties of the present century that distance teaching was first tried out in Australia to cover students living in remote places. Its techniques have since then been applied to higher education also in Australia and elsewhere in the world.

There are certain basic characteristics common to all distance teaching systems which differ in respect of the ways in which its techniques are shaped and used to suit the conditions obtaining in the concerned regions or countries. The fact that an 'International Council for Distance Education' has come to be formed with a membership drawn from 50 countries is indicative of its being regarded as an effective alternative or adjunct to conventional education in meeting the challenges of the changing socio-cultural context.

At a recent International Conference organised by the Open University of Spain (UNED) 19 distance teaching institutions from 15 countries were represented. They included representatives of full-fledged Open Universities established in Canada, Costa Rica, India, Israel, Spain, Thailand, the United Kingdom, Venezuela and West Germany and those of conventional universities having distance teaching units situated in Australia, France, Nigeria and the United States.

The principle objective of distance teaching institutions is to widen accessibility to higher education which in conventional universities is restricted to only those who can enrol themselves in them as full-time students. In other words, distance teaching institutions aim at throwing open the portals of higher education to those who for one reason or another can carry on their studies only on a spare-time basis. Moreover, they also provide students with an opportunity of pursuing their studies at their own pace and according to their convenience and that too from wherever they are living or staying during their enrolment.

All the distance teaching institutions have in common the objectives of bringing higher education

within the reach of all those who have had no access to it helping those who wish to improve their educational qualifications without being required to join as full-time students, and helping those who are interested in pursuing advanced studies in the subjects of their interest.

The most significant characteristics of distance teaching are that it is an off-campus programme (i.e. the teaching is done not on the campus, but outside it), that it is mainly intended for adult and mature students, that its students are dispersed and not required to assemble at one place for instruction, and that its students are of varying backgrounds and age-groups.

Broadly speaking, distance teaching is done by conventional universities and independent open universities. Distance teaching was at first attempted by conventional universities with a view to helping part-time students. This is exemplified by the introduction of correspondence courses by many universities in the world which depend mainly on the print media for tuition. There are however, a number of universities such as the Deakin University of Australia which use the multi-media approach in their off-campus programmes. The distance teaching units in some universities are 'strong' while in others they are 'weak' or just 'suffered' by the conventional system. The establishment of the Open University in the United Kingdom gave distance teaching the necessary impetus as evidenced by the establishment of a number of open universities in various countries of the world.

Most of the universities specialising in distance education adopt a multi-media approach. They make available to their students printed lessons specially designed and prepared to meet the needs of adult learners. They supplement them with the lessons that are broadcast over the radio network or telecast through television centres. In addition, they establish 'study centres' in various parts of the State under their jurisdiction to enable their students to have the benefit of face-to-face contact with tutors who do not lecture to them but clear their doubts and guide them. Significantly, the trend is towards the use of audio and visual equipment at the study centres to give further assistance to students. In fact, video cassettes are increasingly used to teach students because of their effectiveness. The 'video' can be operated at will by the student for his lessons instead of waiting to receive them only at certain appointed hours through television which might not suit his convenience. More-

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Open University, Hyderabad

over, the students can buy a video cassette if he can afford it or watch the video programme at the study centre whenever he likes to do so. This has been the experience of students even in advanced countries where the television stations are very efficient and offer wider coverage.

It is noteworthy that the course material in distance education is prepared not by one individual but by a team of writers which means that it is the result of collective thinking and discussion so necessary to ensure its usefulness.

The functioning of the course team or the modus operandi concerning the preparation of the course material varies from university to university. For instance, in some universities, they are prepared by their staff. While in some others it is done on a contract basis by outside specialists. In still some other universities a combination of these two approaches is followed. But the main point is that under this system, the course material or the book is the product of cooperative effort and team work and not what is written by an individual under the conventional system. In the process the teacher concerned profits from his interaction with his colleagues.

It is observed that most distance teaching universities make use of modern mass-media techniques to make the printed material and the study centre more meaningful. While the printed material serves as the transcript of a lecture or a lesson taught in the class, the study centre provides for face-to-face contact with the teacher which is the primary means of teaching and learning. It cannot, however, be maximised as in conventional education on account of the increased demand for part-time learning which necessitated the establishment of distance teaching universities. But the setting up of study centres is a recognition of the need to provide its students with opportunities to assemble at one place from time to time for group discussions, socialization and also to achieve a sense of belonging or being of a family. Considered in this perspective, the summer schools by which the universities set great store should prove welcome. Moreover, in places having advanced technology, telephones are used extensively by students to contact their tutors.

One of the problems faced by the distance teaching institutions is that of dropouts. It is observed that the dropout rate is higher in distance education than in conventional education for which there are various reasons. The most obvious of

them is that unlike students in conventional education who for the most part are young, having no other responsibility than to pursue their studies on a full-time basis, those of distance teaching institutions have family and other responsibilities which may come in the way of their part-time studies. Some of them find it difficult to pursue their courses of study without a regular teacher. Again, the dropout rate is higher in the first few years of a university's existence than in the subsequent years. This may be due to the difficulties that the students face in switching over to a new system of education.

Wherever more than one system of education is in force, the question of parity is bound to arise. It is, therefore, not surprising that distance education has had to face the problem of parity in respect of value with conventional education. To the conservatives and to traditionalists, distance education would seem inferior to conventional education and spells a second class status. But this is not true as is borne out by the discussions at the Conference in Spain where almost every one declared that the quality of teaching is in most of the distance teaching universities, especially those which specialize in it, is very high, if not higher than that obtaining in conventional universities. The example of Deakin University shows that some of its courses like the MBA have been a great success and that its off-campus programmes attract students of high academic attainments and calibre. In recent years distance teaching institutions have been able to shed the stigma attached to distance education and rise in status and in prestige because of the efforts of Britain's Open University and other full-fledged open universities. Indeed, the conference brought out the fact that the demand for distance education is likely to grow in future since it helps people to overcome the constrictions of geography and other barriers in seeking higher education. This effectiveness is beyond question, since it employs communication technology extensively to teach them.

Considered in a world-wide perspective, distance education seems to be assured of a bright future because of 'a changing student clientele', 'a disintegrating curriculum', 'increased competition within higher education', 'the technological imperative', and such other developments. There is no doubt that distance teaching has come to stay. The problem as one of the participants at the conference put it, is "how to shape it". □

[Courtesy The Indian Express]

Prof. Mukherjee Addresses Convocation of Rani Durgawati Vishwavidyalaya

Excerpts from the Convocation Address delivered by Prof. Pranab Mukherjee, Union Minister for Finance at Rani Durgawati Vishwavidyalaya, Jabalpur.

"We have witnessed young men and women with hopes and aspirations writ large on their faces, receiving their degrees, medals and prizes. This is the result of their relentless pursuit for excellence which meant discarding all that is mundane and unworthy of a scholar. They have earned such enviable positions by hard work and self-determination to get to top, for, the place at the top is always vacant for those who strive for excellence and perfection. The pursuit for excellence and perfection is the very spirit of human soul which we should all be proud of."

"Our Prime Minister has often said 'being human we fail, we have shortcomings in whatever

our young men and women approach the society not with a view to get what the society can offer them but instead what they can offer to the society to meet its needs. They should provide initiative and direction to the community which it needs in an era of rapid economic growth and fast growing awareness of democratic values. This step will open new opportunities for a better future to these young people as well as to those who have, by circumstances been kept out of the campaign of institutions of higher learning. Such a step will increasingly involve them in the process of social change and national developmental activities or to use the phrase 'transition from one civilization to another'."

we do. We try to do our best, at least some of us strive towards perfection, but we are a long way off from it. But what is important in India is that we still have this ideal. And while that ideal, that bright light which has come to us from the remote past and which has been brightened by great intellects and souls, such as Swami Vivekananda and renewed again by Mahatma Gandhi and sages all over our country is there and till it is shining India's future will always be bright." It will further be brightened if we could harness the energy of these educated young men and women in the constructive process of India's spiritual and material development.

"The first step in this process, may I suggest, ought to be that

This 'transition' could be achieved if the youth of the country are eager to change and enter the new civilization and if they carry relentlessly the process smoothly within the framework of our democratic system.

"Transition from one civilization to another as you know, is not a simple thing. It has taken centuries in the past. But, with the unprecedented advancement of science and technology the definition of civilization has found new meaning. It is no longer a simple definition which enjoins on our transitional societies of new civilization, that is to create new values and new social super structures which help grow man into a perfect being with limitless possibilities of fulfilment of his hopes and aspirations. The concept of civilization in the

modern world is far from man's aspirations as it has brought the world on the brink of total extinction. The so-called highly civilized man of today lives under the spectre of death and destruction. Civilization in the past have provided man with opportunities for all-round development of human personality on the principles of collective self-reliance and mutual cooperation, whereas the civilization of today has substituted collective self-reliance by inter-dependence and mutual cooperation by mutual distrust. The splitting of atom has correspondingly resulted in the splitting of the world to the extent that now it is fully prepared for a nuclear holocaust and total annihilation. There can be no escape from this so long as the world reels under the agony of neo colonial order on the one hand and the overkill capacity of the super powers on the other, with deception masquerading as inter-dependence.

"The possible solution to this lies in establishing a New International Order and in creating a climate of confidence and trust free from fear. Our Prime Minister echoed our feelings and expressed our will when she made a stirring appeal to the Heads of the Non-aligned States at the Seventh Non-aligned Summit in New Delhi. Her words appear a real invocation to the ideals of civilization under transition. She called upon the leaders of the third world. "Let us proclaim anew our belief that Independence, Development, Disarmament and Peace are indivisible."

"The preservation of peace forms the central aim of India's policy. It is in the pursuit of this policy that we have chosen the path of Non-alignment in any military or like pact or alliance. Non alignment does not mean passivity of mind or action, lack of faith or conviction. It does not mean submission to what we consider evil. It is a positive and a dynamic approach to such problems that confront us." These are not my words. I have borrowed them from the undying youth leader of India's destiny, Jawaharlal Nehru who, in the

midst of war cries, thought of wielding Peace as a weapon to end all wars, and ever since India is marching ahead with her Peace offensives. These offensives have, no doubt, created a new climate for lasting peace in the world, but it has no less made us vulnerable to the attacks of those who with superior technology, wealth reserve and weaponry want to preserve the inequitable neo-colonial order for their gain and perpetuation of their overlordship in the world. It is against such attacks that we have to stand as one man thoroughly equipped with the ideal of peace and goodwill at home and abroad.

"The University community has a vital role to play in this strategy of peace which is an indivisible part of national development. At one time, the aim of University education was only to preserve and disseminate knowledge, that is teaching. Later research aspect was also added to teaching and thus for quite many years, Teaching and Research were accepted as the only objects of University education. I am afraid, this third dimension has not yet found much favour with traditionalists in the conventional set-up of universities, who wish to preserve the insular character of universities. This attitude is not in keeping with the present-day world. The universities have to come forward in a big way outside the four walls of a classroom to contribute to social development and change in the most effective manner. Similarly, they are expected to organise their research programmes as an integral part of the total Research and Development infra-structural set-up of the country. Disjointed or isolated research works by individuals or ad hoc research programmes taken up here and there have little relevance if they do not form a part of overall development plan which aims at welfare, security and growth. This is essential, as we have limited resources to meet the enormous challenges of a developing society. Priorities and imperatives are to be decided so that university research programmes may

accelerate the economic growth and add to social well-being. In this respect, I would like to remind you about various socio-economic programmes launched during the plans and call upon you to make an indepth study of the programmes and identify the role of the university in it. I am sure you will find the task quite challenging. At the same time, you will not fail to realise that the successful implementation of these programmes would mean an emergence of a new social and economic order, a new awakening in the realm of art and culture, an addition of a new dimension to our programme of science and technology and above all, an emergence of New India of tomorrow free from the ills of the day, where she will find, her people the immense opportunities to carry out their pursuits for excellence and perfection to the frontiers yet unknown to human mind.

"May I now seek the indulgence of this august assembly and especially of my young scholar friends to make a vow to offer the best to the cause of Peace and Development to save the world from the imminent doom and in turn find for themselves the most rewarding experience of creators of a Brave New World. May you have the

courage and strength to move on this arduous path with a vision unexcelled by past generations and may you have success at every step and in every sphere you are obliged to usher in.

"Here I would like to repeat the dicta given by our ancient sages

सत्यं वद । धर्मं चर । स्वाध्यायान् मा प्रमद ॥

"Speak the truth, do your duty and divert not from the pursuit of knowledge but be not proud.

अश्मा भव । परशुर्भव । हिम्मस्तुत भव ।

"Be hard as a stone, sharp as a blade and precious as a diamond.

शिवो भू सखा च शूरोऽविता च नृणाम् ।

"Be good to all, be friendly to all and be the saviour of the mankind.

"At the end, before I take my seat, I wish you to remember these famous lines of Robert Frost which were so dear to Pt. Nehru that he affixed them with his pen on the writing pad before he left us. How meaningful are these lines.

'The woods are lovely,
dark and deep

But, I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep."

Indian Council of Medical Research

The Indian Council of Medical Research (ICMR) is the national apex body responsible for the planning, coordination, implementation and funding of biomedical research in India. The ICMR has currently 18 mission-oriented permanent Research Institutes/Centres of its own, apart from Regional Medical Research Centres and Centres of Advanced Research in selected areas. The Council's priorities in research coincide with national priorities viz. communicable diseases e.g. tuberculosis, leprosy, malaria, filariasis, virus diseases, fertility control, nutrition (including nutrition education), metabolic disorders, primary health care, occupational and environmental health problems, other major non-communicable diseases like cancer, cardio-vascular diseases, blindness etc. In these areas, the ICMR has set up national collaborative, multicentric projects in various medical colleges and research institutes in India.

Dissemination of scientific information in the biomedical field is also an important activity of the ICMR. This is being done through monthly periodicals like the Indian Journal of Medical Research (and its supplements) and the ICMR Bulletin, as well as non-periodicals like Monographs, Technical Reports on important topics and also Proceedings of a few selected seminars/symposia apart from a number of popular publications on Nutrition, Primary health care etc.

REAL EDUCATION

R.B.K. Varma*

"Man when perfected is the best of animals, but, when separated from law and justice, he is the worst of all, since armed injustice is the more dangerous, and he is equipped at birth with arms meant to be used by intelligence and virtue which he may use for the worst ends. Wherefore if he has not virtue, he is the most unholy and the most savage of animals" — Aristotle

Everybody, including the educationists, considers any improvement or revolution in education only with a view to enhance its utilitarian value. If there is an input there should be a tangible output worthy enough to serve the material needs of the student. This is the prevalent view in the field of Education. Only their material needs are taken into account whenever syllabi are framed or whenever any radical change in the structure is contemplated. It is quite unfortunate that only very rarely the 'makers' or 'reformers' of educational systems consider the spiritual needs of the students. An educated man is expected to have a well integrated personality and this fact had been stressed by our ancient educationists for whom we have scant respect. In the modern educational system from the nursery level to the higher level, there is a complete lack of spiritual content and that surely is the reason why we hear and worry about drug abuse, indiscipline and other atrocities not only in the institutions of higher learning but also at lower levels. The health and wealth of the future generations depend entirely on the spiritual foundation on which they build up their life. No generation, whatever be its sophistication, can boast of any real progress, if it has no spiritual foundation. To achieve this aim we have to strike a perfect balance between the spiritual and material content in all aspects of education at every level from nursery to higher education. As Dr Radhakrishnan observed, "Health, wealth, leisure and life itself which science can further are the opportunities for a higher life. Our distressed generation is obscurely aware that the present crisis is a spiritual one and what we need is a healing of the discord between the outward resources of power which are assuming frightful proportions and the inward resources of spirit which seem to be steadily declining." To redeem and recreate our civilization we need a recovery of spiritual awareness, a new and transforming contact with the inner springs of life, a sense of value.

The seeds of a healthy society are laid in its educational and religious institutions. Only when both these act and interact in harmony, there can be any real progress in society. Whereas education determines

the prosperity, welfare and security of the people, religion plays an important role in controlling the brutish and selfish tendencies of a person and channelling them in the service of humanity. Any satisfactory system of education should aim at a balanced growth of the individual and insist on both knowledge and wisdom. It should not only train the intellect but bring grace into the heart of man. To achieve this we have to devise an educational system in which the inculcation of moral and spiritual values are given due place. The need of such an infrastructure was found inevitable and essential by Dr Annie Besant, an illustrious English woman and her co-workers who founded the Central Hindu College at Varanasi (the present Banaras Hindu University). For this purpose, they prepared, printed, published and prescribed three text-books: (1) An Advanced Text Book of Sanatana Dharma intended for college students; (2) An elementary Text Book of Sanatana Dharma for the use of the higher and middle school classes; and (3) Sanatana Dharma catechism for the use of small boys. The popularity of these texts during the first years of its publication can be understood from the simple fact that nearly 1,30,000 copies were sold out during the first years of its publication. We, who live in the last quarter of the 20th century, will not be able to comprehend the reason for the great popularity of these books and we will wonder at the interest shown by our predecessors in giving much importance to the education of the minds of students. They further emphasized the importance of the building up of character: "a well-balanced character which will be that of a good man and good citizen." Character is destiny. "Our future destiny as a nation depends on our spiritual strength rather than upon our material wealth. The goal of perfection cannot be achieved by the weak, not the weak in body, but the weak in spirit. The greatest asset of a nation is the spirit of its people."

In ancient India the educational system was aimed at the building of character, the development of personality and the preservation of the ancient culture of the motherland. But the whole system underwent a radical change with the arrival of the English people and this resulted in a complete break with the past and even after thirty six years of Independence we still have to re-discover the roots of our ancient culture. Governments have come and gone but a radical change in our education is yet to come. So many Commissions submitted their reports but nothing substantial came off it. The Report of the Education Commission, while discussing about the indiscipline among students, listed the real causes of the widespread malady. "These include the uncertain future facing the educated young man which

*Professor of English, S R N M. College,
Sattur

breeds frustration and irresponsibility, the mechanical and unsatisfactory nature of many curricular programmes, the inadequate facilities for teaching and learning in the large bulk of institutions, the poor student teacher contact, the inefficiency and lack of scholarship on the part of teachers, the absence of imagination and tact combined with firmness on the part of heads of institutions, the teachers politics in some colleges and universities, interference of political parties in the work of student union; the falling standards of discipline among the general citizens and their weakening civic consciousness and integrity which affect the students as well." But all the drawbacks listed above are the results of a complete lack of moral and spiritual education among the young, who are the future teachers, administrators and the creators of a progressive society. So the inculcation of right type of values among younger generations is of utmost importance.

The Education Commission (1955) felt concerned over this problem and said the education system should emphasize at all stages the development of fundamental social, moral and spiritual values. The University Education Commission (1948) considered both its philosophical and practical aspects and made certain valuable proposals for reforms. However, except in a small number of institutions, they were not implemented. In a multi-religious society like ours it is necessary to provide our students with a correct perspective of the spiritual values embedded in the teachings of different religions. This alone would develop a spirit of tolerance among the young men and women. The Education Commission suggested that, 'a syllabus giving well chosen information about each of the major religions should be included as a part of the courses in citizenship or as part of general education to be introduced in schools and colleges upto the first degree. It should highlight the fundamental similarities in the great religions of the world and the emphasis they place on the cultivation of certain broadly comparable and moral and spiritual values. It would be a great advantage to have a common course on this subject in all parts of the country and common text books which should be prepared at national level by the competent and suitable experts in each religion.' But, sadly enough, no educationist or educational institution in this country consider the recommendation seriously or sincerely. We have yet to realize that moral qualities are of greater value than intellectual accomplishments.

However, as we consider ourselves sophisticated and modern men, we have to re-interpret all things in the light of science and more often than not, practicability. Though the best way for inculcating moral and spiritual values is to read and understand our own scriptures, our youngsters may not do it for the simple fact that they feel it outdated! However, the health of a society depends on the mental health of its units, that is individuals. So if the minds of the individuals are educated in the proper way, we can ensure the safety of a healthy generation. There are so many techniques practised by our ancients which could be brought to life again

with profit. Some of these have been re-discovered by wise men of the world and these techniques are currently in use throughout the world. Yoga and Meditation which have become a fashion among the modern men, were the two most important words in our ancient culture. As these have been given new scientific explanations these could be easily accepted by our young men who take nothing for granted. Now Yoga and Meditation are being used as the two powerful techniques to gain self-control which is the basis of an integrated personality. Since Yoga is intended for all and not for the chosen few, scientific treatment is possible and its principles universally valid and widely appealing to all humanity, can be derived from it. Yoga does not build its edifice on blind faith but on the actual experience of its practitioner. The practitioner is called upon to cultivate faith only in his own spiritual destiny. The whole man is one of the bases of Yoga. So an opportunity should be given to our youth to experience the fruits of yogic practice by making it obligatory and this can be done only by devising an educational system in which this can be incorporated. Then there is meditation and the benefits of meditating are known throughout the world. Some of the educational institutions in America have already made it as part of academic instruction. We should also give a chance to our youngsters to taste the sweet fruits of this practice. Beyond all this one should have faith without which existence becomes unbearable. It is our bounden duty to make our youngsters aware of the immense joy that can be derived from the act of faith. If all these are given due importance in the curriculum and if all these are practised with utmost sincerity and seriousness the future of our society is safe. If every individual is able to control himself, the society will become a disciplined one. This could be done by introducing a text-book, the contents of which should include religious teachings, moral teachings, values of life, duties of a citizen, practice of yoga, practice of Meditation, need for self control and above all a concluding chapter which should be solely devoted to a discussion about the great 'utility value' of such a training. Each student should read the book and practice the teachings in the book with the full conviction that they are sure to benefit from it both materially and spiritually. To enable the students to derive full benefit from such a course it is essential that there should be some teachers who should be able to guide the students. These teachers should be given a thorough training by specialists in all aspects discussed in the text and they should be made aware of their great responsibility. Sufficient care should be taken when the text is prepared and each chapter should be written in a lucid style by specialists in the respective fields. Dr Radhakrishnan, the great teacher and philosopher once told, "Respect for the basic values of spirit is the only antidote to the distempers of our society — social, economic and political. We must recognize that there is something in man that hungers and thirsts after righteousness." □

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Poona Varsity's Seminar for Research Students

One innovation introduced in the University of Poona over the last few years is an annual seminar for research students which was started in 1983. The seminar for research students aims at bringing together the various research scholars from different departments to a common platform where they can discuss their research problems and benefit from each other. The seminar besides helping students to overcome their hesitancy in discussing their problems, was also seen as an essential part of the training of research scholars. Such exposure would enable the research scholars to become aware of the norms and constraints of presenting research findings in a seminar forum.

Nearly 200 research scholars representing the Faculties of Arts, Mental, Moral and Social Sciences, Science and Commerce registered for the seminar held in 1983.

In the light of experience gained in organising the first seminar, the second annual seminar held on 13th and 14th January 1984 was organized on a more structured basis. Although the number of participants this year was only 80, the participation by the teachers and various departments was of a greater order and many teachers from the faculties concerned participated as judges and chairmen for the different paper reading sessions at the seminar. All participants were required to submit abstracts of their papers followed by the full text. At the seminar each participant was given 20 minutes to present his paper which was followed by a question-answer session. Each session had two or more judges to look through the full written texts of the papers and evaluate the presentation in terms of the subject matter, organization and presentation and response to question by the research worker.

On the basis of the evaluation made by various judges in each

group of subjects, the best paper was declared as a prize winning entry. All participants declared as winners of the competition under each group are entitled to attend professional conference or seminar in their discipline at the cost of the University.

Master of computer application programmes in universities

Replying to a question in the Lok Sabha, the Minister of State in the Ministry of Education and Social Welfare mentioned that the following Universities have been identified for the introduction of 3-year Master in Computer Application (MCA) programme: Jawaharlal Nehru University, Delhi University, Poona University, M.S. University of Baroda, Hyderabad University, Madras University, Aligarh Muslim University, Anna University.

The Minister further said that University Grants Commission has approved on the basis of specific proposals received from the Universities, introduction of MCA Courses in Delhi University, Poona University and M.S. University of Baroda for 1982-83 and in Hyderabad University and Anna University from 1983-84. The Course has been started by Delhi, Hyderabad and Aligarh Muslim Universities. The Poona University and M.S. University of Baroda are to obtain approval of their State Governments. The Jawaharlal Nehru University is expected to start the Course after getting the existing computer system replaced.

ISM's refresher course in petroleum production engineering

A two-week refresher course in Petroleum Production Engineering was recently organized by the Department of Petroleum Engineering of the Indian

School of Mines (ISM) for the Officers of the Oil & Natural Gas Commission. In all 23 officers of the level of Executive Engineers & Asstt. Executive Engineers from different regions of the ONGC participated in the programme.

The course mainly covered Onshore operations with a brief introduction to Offshore operations. Some of the topics like Workover Operations, Well stimulation, Artificial lift methods and Treatment of Natural Gas received greater emphasis to impart relevance to the present need of the sponsoring organization. Lecture sessions on each topic were followed by a discussion to provide opportunities for greater interaction between faculty and the participants as also among the participants themselves.

The course faculty included three officers deputed by the ONGC in addition to faculty members of the Department of Petroleum Engineering.

There are proposals for organising more courses for senior level executives of ONGC during 1984.

ISM has separately been organising since Oct. 1982 series of 3-months orientation-cum-induction programmes for freshly recruited AEE(P)s of ONGC. Five programmes have so far been organised & eight more are on the anvil.

Gujarat Vidyapith—extension lectures on Grundtvig

Prof. K.E. Bugge of Royal Danish Institute of Education of Denmark & Specialist in Philosophy of Education and more particularly on Educational ideas of N.F.S. Grundtvig gave two lectures on 16th and 17th January 1984 on the 'Evolution of Educational Thought in Western Europe' and 'Relevance of the educational ideas of N.F.S. Grundtvig—a pioneer of folk-schools'. The lectures were arranged by the Extension Unit of the Education Faculty of the Gujarat Vidyapith. Several teacher educators of Teacher Training Insti-

tutes of Ahmedabad attended Dr Bugge traced the evolution of educational thought from Greek idea of perfect man to neo-marxian idea of societal man. He also said the contribution of Gandhian ideas in this process is very commendable in as much as it distinctively pleads for an integrated man in harmony with his social obligation.

The Vice-Chancellor Prof Ramlal Parikh presided and in his concluding remarks stressed the need for indepth study of Philosophical foundations of education. This aspect is very weak in our teacher-education programme.

A Seminar on *Education & Society* was also conducted with 20 Principals and teacher-educators of Gujarat participating in it. The seminar felt that teacher education curricula was highly fragmentive and unscientific. It recommended a working group for preparation of model curricula for teacher education in the context of social needs. The Vice-Chancellor of Gujarat Vidyapith agreed to set up such a working group.

Panjab Varsity's orientation course on eradication of illiteracy

Prof R C Paul, Vice-Chancellor, Panjab University proposed introduction of adult education as a part of the education curricula in our university system and stressed the need to reorient education system to meet the needs of development.

He said that though a big force of 3.5 million teachers was engaged in imparting formal education, the universalisation of elementary education had not made much progress. He appealed to the Principals of the colleges to formulate some special programmes for the weaker sections and illiterate women in the localities and areas being adopted by them for eradication of illiteracy.

Prof Paul was recently inaugurating a 3-day Conference-cum-Orientation Course on Eradication of Illiteracy at the campus organised by the Centre for Con-

tinuing Education and Regional Resource Centre of the University.

He stated that 431 centres were being set up by the colleges affiliated to the Panjab University for imparting adult education.

Mr J D Sharma, former Vice-Chancellor, Jammu University, in his presidential remarks, said that there was an urge amongst the illiterate masses to have better life and the universities should come up to their expectations to fulfil their needs and aspirations. He expressed his happiness that the National Adult Education Programme had started making headway in the north though it was confined earlier to the south and west of India only.

Major Jiwan Tewari, Programme Coordinator, Centre for Continuing Education, Panjab University, stressed to build infrastructure of adult education in the colleges on a permanent basis to impart relevant and diversified education in a systematic and flexible way to the adults to meet their needs.

Seminar on rural industrialisation at GRI

Delivering the valedictory address of the day-long Seminar on Rural Industrialisation organised at Gandhigram Rural University on 28.12.1983, Shri A M Thomas, Chairman, Khadi and Village Industries Commission pointed out that the basic needs of rural masses were few and simple. Khadi and Village Industries Commission has ensured fulfilment of these basic needs to 35 lakhs of workers who are employed in Khadi and Village

Industries all over India. In future also a sizeable section of the population could be bailed out of poverty through Khadi and Village Industries. Contrary to common belief, he asserted, Khadi and Village Industries are the least subsidised economic activity in the country.

He wanted Gandhigram Rural University to undertake a study in order to assess the element of direct and indirect subsidies enjoyed by different sectors of economy and by organised industry in particular. In this context he hoped for increasing collaboration between KVIC and GRI in the field of rural industrialisation.

Dr M Aram, Vice-Chancellor, Gandhigram Rural University presided over the valedictory session.

Nine papers were presented underlining the relevance of rural industries in the context of rural poverty and the need for leadership and managerial skill in rural industries.

The Seminar was inaugurated by Dr M Aram, Vice-Chancellor, Gandhigram Rural University. In his inaugural address Dr Aram explained the indispensability of rural industrialisation in the context of explosive growth in population. Citing facts and figures on the demographic profile of the country he added, economic development invariably brings about changes in occupational pattern. In the West industrialisation witnessed a steady shifting of labour force from primary sector to secondary sector and eventually tertiary sector. Now it is tertiary sector that

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accounts for the largest segment of employment in the developed countries

New research centre for numismatics

The Indian Institute of Research in numismatic studies, an autonomous organisation offering doctoral and post-doctoral research facilities in numismatology and claimed to be first of its kind in Asia, has opened at Anjanneri near Nasik

A Rs 25-lakh venture by the Maheshwari Foundation of Bombay, the institute will offer research programmes for 15 scholars at a time. It has a library of rare books on numismatics and history, an exhaustive archive of photographs of coins and proposes to set up a metallurgical laboratory and a coin museum.

Dr D M Macdowal, Director of the Polytechnic of London who is connected with the Royal Numismatic Society and the International Numismatic Commission said that the potential for the study of coins would be fully utilised with the institute starting its operations.

Describing the institute as a landmark, he also said the numismatic students in India during the last one century had shaped well and the expertise available in the country was good.

Solar energy lecture at Osmania

Nobel Laureate Sir George Porter, Director and Fullerian Professor, the Royal Institution, (London) said the only possible alternative energy for the future is solar energy. He said though nuclear fission was the other alternative energy, he cautioned that uranium and other elements used might not last for more than 40 years from now.

Sir George Porter yesterday delivered the first lecture on "Photochemical approaches to Solar Energy" in the three lecture inaugural series of 'Sri Pingle Jaganmohan Reddy Educational Endowment Lecture' organised by Osmania University. The Chief Justice of Andhra Pra-

desh High Court, Mr K Madhava Reddy, presided.

The Nobel Laureate said the developing countries still depended on wood as fuel but unfortunately not much attention was being paid to raise new forests. The increase in consumption of energy has led to the depletion of oil and gas which were largely depended upon now. He said the world has to depend in future on chemical substances like Hydrogen, Alcohol or ammonia which could store solar energy.

Sir George stressed the importance of photosynthesis as the miraculous reaction with which life began, continued and grew. He said the study of it was vital to understand, produce and explore use of solar energy. He said six reactions took place in a billionth (nanosecond) of a second in this reaction which was life sustaining.

Mr K Madhava Reddy, introduced the speaker and spoke about the endowment lecture. Mr P Jaganmohan Reddy, former Vice-Chancellor of Osmania University and Mr Syed Hashim Ali, Vice-Chancellor of Osmania University were present.

Examination House for Bombay University

The University Grants Commission has accepted a proposal of the University of Bombay to bear 50% of expenditure equal to Rs 17.50 lakhs for the construction of an examination house. The total cost of the house is estimated to be Rs 35 lakhs. The Maharashtra Government has agreed to release a grant of Rs 17.50 lakhs for this project.

The Bombay University conducts about 240 examinations covering more than 1,50,000 students writing 3,000 papers.

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Seven copies of applications along with necessary enclosures attached to each copy of the applications should reach the Registrar Shivaji University, Vidyanagar, Kolhapur-416 004 on or before **29th February, 1984**

**H A Patankar
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At present, the entire examination wing is located in a few rooms in the Fort Campus. The storage of question papers and the assessed answer papers presently poses severe problems. The proposed Examination House at Kalina Campus of the University is expected to ease the situation.

The proposed examination house will have a covered space of 20,000 sq. feet and will be three-storeyed in addition to the ground floor.

IFCI creates professorship at Gauhati University

The Industrial Finance Corporation of India (IFCI) has created a Chair under the Faculty of Commerce of the Gauhati University.

The IFCI Professor will be engaged in promoting research in the field of Industrial Finance and Regional Economic Development. He will also be required to guide Ph.D. research scholars, to conduct seminars and to advance knowledge in his field of specialisation through public research work. He will also deliver an annual public lecture either at this University or at Delhi on the subject of his research.

Baroda Varsity workshop on neurosciences

Dr. S.D. Telang, Biochemistry Department Baroda University Baroda India will conduct a one-month workshop in Neurosciences proposed to be organised by the Biochemistry Department of Baroda University, Baroda from November 1, 1984 for scientists from India and Southeast Asia working in University Department and Medical Institutions who want to initiate teaching and research in neurobiology. COSTED will support the travel of 5 participants from Southeast Asia. Those interested in taking part in the workshop may send their curriculum vitae to Dr. S.D. Telang of the Biochemistry Dept. of the University before the end of May, 1984. Selected candidates will be informed in June, 1984.

Sandeep Sharma to lead varsities volleyball team

Sandeep Sharma from Kurukshetra University will be leading the first ever Combined Universities Volleyball Team in its maiden participation in the Federation Cup Volleyball Tournament being organised by the Volleyball Federation of India at Calicut from 5th to 12th February, 1984. The other members of the team are (1) Ishwar Singh, Kurukshetra University (2) Satyapal Sharma, Kurukshetra University (3) Raj Singh, Kurukshetra University (4) Vijay Sher, Kurukshetra University (5) George Samuel, Kerala University (6) Moideen Nina VR, Kerala University (7) Mohammed Nazir, Kerala University (8) Sabu Mathew, Kerala University (9) Iqbal KA, Kerala University (10) Cynac Eapen, Kerala University.



New wheat varieties for Punjab

The State Variety Approval Committee which met at the Punjab Agricultural University under the chairmanship of Mr. Sukhjit Singh Sandhu, Director of Agriculture Punjab recently has approved the release of two new varieties of bread wheat for general cultivation in Punjab.

Wheat HD 2329 is a double-dwarf bread wheat variety. It has red glumes with fully-bearded ears. Its grains are bold, amber in colour and hard in texture. This variety can cook into good chapatis. It has been recommended for timely sowing in the entire state except the sub-mountainous districts of Ropar, Gurdaspur and Hoshiarpur.

The other variety, wheat PBW-54 is also a double dwarf variety of bread wheat. It has long and fully-owned ears with white glumes. It has narrow thin leaves and long peduncle. Its grains are bold, hard and amber in

(11) Mukul Acharya, Sukhadia University.

Before participation in the Championship, the team will undergo coaching for which a camp has been organised.

Examination reform unit for Anna University

The University Grants Commission has sanctioned the establishment of an Examination Reform Unit in Anna University. The assistance of the commission for this scheme will be for a period of 3 years after which the position will be reviewed by the Commission in the light of the impact of the scheme.

The primary objective of the scheme is to study the Examination system in Engineering Technological courses and suggest measures for improved methods.

colour and can cook into very good chapatis. This variety has been recommended for late-sown conditions in the entire state and for timely-sown conditions of the three sub-mountainous districts of Ropar, Gurdaspur and Hoshiarpur.

Indian scientists to participate in Australian crop study

Two agricultural scientists from India will join in Australian research into ways of improving the yields of sorghum, a plant used in many parts of the world for stock feed. The two, Dr. T.J. Rego of the International Crops Research Institute for the Semi-Arid Tropics at Hyderabad, and Dr. J.C. Katval of the All India Coordinated Micronutrient Programme Punjab Agricultural University Ludhiana, will undertake some of their research in Australia.

They will join two Australian scientists, Professor Colin Asher

and Associate Professor David Edwards of the University of Queensland's Department of Agriculture, who will lead the research and Dr R B Clark, of the University of Nebraska, United States

The research will be conducted with a grant of \$ 224,955 (Rs 2,103,329) from the Aus-

tralian Centre for International Agricultural Research an Australian Government body established to find ways of increasing Third World agricultural production, as part of Australia's aid programme

The scientists will study disorders of grain sorghum over a period of two to three years

search is 40 Km away from the place of duty. A contingency grant of Rs 1,500/- per annum for M Phil and Rs 3,000/- per annum for Ph D studies is also admissible. The salary of the substitute lecturer for the duration of teacher fellowship will be paid by the UGC. Only those college teachers who are permanent and are below the age of 45 years (50 years in the case of lady lecturers) with at least a second class Master's degree are eligible to apply for these fellowships. Professional Colleges offering courses of Medicine, Agriculture and Engineering etc. are not covered under this Scheme.

UGC teacher fellowships for SC & ST college teachers

The University Grants Commission has invited applications from College teachers belonging to Scheduled Castes and Scheduled Tribes for the award of 50 teacher fellowships for doing M Phil and Ph D in Science and Humanities including Social Sciences for the year 1984-85. These fellowships are of two

types. 30 fellowships are of short-term duration i.e. one year for M Phil course and 20 fellowships are of long-term duration, i.e. 3 years extendable by one more year for Ph D studies.

Under this scheme the selected teachers will be entitled to living out expenses allowance at the rate of Rs 500/- p.m. provided the place of their re-

The last date for the receipt of applications in the prescribed form by the Secretary, University Grants Commission is **February 29, 1984**

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AIU Participates in Sixth World Book Fair

The Association of Indian Universities is displaying its own and those of 28 member-universities publications at the Sixth New Delhi World Book Fair organised by the National Book Trust, India from February 4-14, 1984. The External Affairs Minister Shri P V Narasimha Rao who inaugurated the Book Fair also visited the AIU stall and showed keen interest in publications of universities and the AIU. The participating universities are:

1. All India Institute of Medical Sciences
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2. Andhra University
Waltair
3. Annamalai University
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4. University of Bombay,
Bombay

Computer courses at Anna University

The University Grants Commission has sanctioned the institution of a Master of Computer Applications course of 3 years duration for Anna University. The course will be started from the Academic year 1984-85. With the addition of this course, Anna University will be offering the following 4 computer courses: B.F. degree in Computer Science, M.E. degree in Computer Science, Post B.Sc. Diploma in Computer Science and Application, Master of Computer Application.

New course from next session at AMU

It has been decided to start teaching Military Science from the next academic session. The scheme has already been approved by the Academic Council of Aligarh Muslim University.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES ADVERTISEMENT

Admission Notice

Applications are invited on prescribed form for admission to MBBS and B.Sc. (Hons.) Human Biology Courses starting from 1st August 1984.

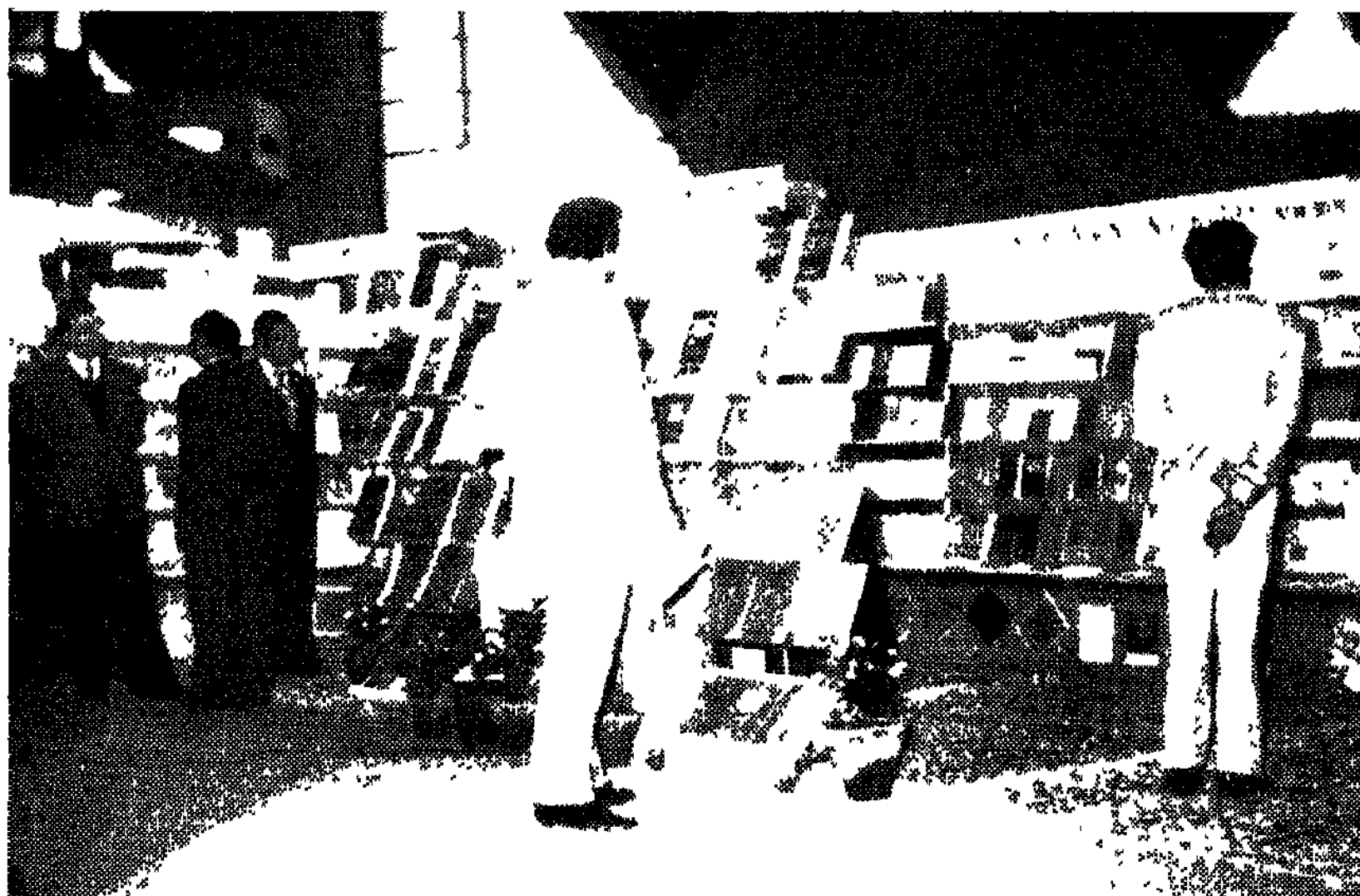
To be eligible for admission, a candidate must have passed the 12th Class Examination under 10+2 system or an equivalent examination with the required subjects i.e. Physics, Chemistry, Biology and English securing a minimum of 60% (50% in case of Scheduled Caste/Tribe Candidate) in aggregate for MBBS and 50% marks in aggregate (45% in case of Scheduled Caste/Scheduled Tribe) for B.Sc. (Hons.) in Human Biology Course.

LAST DATE FOR RECEIPT OF APPLICATIONS IS 29TH FEBRUARY 1984

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THESES OF THE MONTH

A list of Doctoral Theses Accepted by Indian Universities

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Philosophy

1. Biswas Bijan *The nyaya theory of perception: An epistemological study* U Calcutta
2. Pandey, Gorakh Prasad *An examination of concept of alienation in existentialism* JNU Delhi
3. Rajamohan S *Social concern in Indian philosophy* A Study Calcut U

Religion

1. Hisamitsu Rie *A critical study of the Paramurtha-Vinichaya* U Delhi
2. Mandal Himangshu Kumar *The Mahabharata of Dvija Kaviraja (Udyoga Drona, Gada Parvans)* NBU, Rajarammohunpur
3. Sobti, Harcharan Singh *The concept of Nibbana in early Buddhism* U Delhi

Fine Arts

Drawing & Painting

1. Upadhyay, O D *A comparative study of the art of Ajanta and Sopotam* U Raj, Jaipur

Music

1. Khare Asha *Bundelkhandi lok geet shastriya sangeet ke drishtikon se* RDV Jabalpur
2. Yadav, Jai Singh *Harvanakalok sangeet: Ek adhyayan* U Delhi

Language & Literature

English

1. Dinesh Kamini *A study of the theme of martyrdom in Samson Agonistes, Prometheus Unbound, St Joan and Murder in the Cathedral* MSV Udaipur
2. Rama R P *A study of the dramatical writings of W H Auden* U Raj, Jaipur

3. Ray Amal Chandra *Robert Louis Stevenson's art of fiction* U Burdwan

4. Satya Nand *Dimensions of realism in modern Western drama and their impact on Punjabi drama* Pb U Chandigarh

5. Sivadasan C P *Linguistic experimentation in contemporary Indian verse in English: A study in comparative stylistics* Calcut U

Sanskrit

1. Acharyya Haripada *Chandralok-Kuvalayananda-sameekshanam* U Burdwan

2. Bargale Meenakshi *Kautilya Arth Shashtra ke rajya vishvak manvaton ka pooryanti vichardharaon ke pariprekshya mein samalochnatmak adhyayan* RDV Jabalpur

3. Biswas Rita *Studies in the poetical works of Mm Haridasa Siddhantavagisa* U Calcutta

4. Chaudhry Kum Kum *Meghaduta ke pramukh tikaon ka tulnatmak adhyayan* U Delhi

5. Devpura, Usha *Shri Sitaram Bhatt Parvarnakar ke mahakavyon ke sandarbh mein nip vilas: Mahakavyon ka adhyayan evam sanpadan* U Raj, Jaipur

6. Jha, Mahesh Chandra *Vasant Vilas Mahakavya: Ek sameekshatmak adhyayan* LNMU Darbhanga

7. Kumar, Shashi Prabha *Vaisesika darshan mein padartha nirupana* U Delhi

8. Mishra, Rashmi *Shri Gopinath Shastri Dadhich ke krition ka samalochnatmak adhyayan* U Raj, Jaipur

9. Nagach Sushil Kumari *Vivekanand per sanskrit mein rachit kavya sahitya ka samalochnatmak adhyayan* RDV, Jabalpur

10. Sami, Sudesh *Concept of reality in Advaita Vedanta* Pb U, Chandigarh

11. Sharma, Hari Datt *Realism logic and metaphysics of nyaya-vaishetika* Pb U Chandigarh

12. Sharma Purushottam Datt *A study of the Siddhanta Bindu of Madhu Sudana Saraswati* Pb U, Chandigarh

13. Shukla, Kamal Narayan *Madhurya Kadambini ka sampadan evam samalochnatmak adhyayan* RDV, Jabalpur.

14 Tripathi, Roop Narain *Shri Sitaram Bhatt krit Nalvilas Mahakavya ka sampadan evam samulochnatmak adhyayan* U Raj, Jaipur

Prakrit

1 Jain, H C *A critical edition and study of the Rayana-chudaraya-chaitanyam of Nemichandra* MSV, Udaipur

Pali

1 Barua, Hemendubikas *Buddhism and Buddhists of West Bengal* U Calcutta

Hindi

1 Bhardwaj, Pravina *Bachchan Vyaktitva aur kavya chetna* SNTD, Bombay

2 Bhatnagar S P *Rajasthan ke samkalpen hindi kahani* MSV Udaipur

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15 Pramila Kumari *Sagun bhakti kavyon ka matitva darsan aur vatsalya nirupan* Mag U Bodh Gaya

16 Samuel, Kuchupudk *Sahottar hindi aur telugu upanyason mein moolva sandarbhia Samaj shastriya adhyayan* Andhra U Waltair

17 Sashendran P *The contribution of A I R in promoting hindi as a link language Achievements and possibilities* Calicut U

18 Saxena, Manorama *Ramcharit Manas aur samitiyan* RSU, Raipur

19 Sharma Babu Lal *Swatantrayottar Hindi kahani Mula parivartan ke prakriya aur swarup* U Raj, Jaipur

20 Sharma, Pushpa *Prasadottar nayi sahitya mein nayika swarup* U Raj, Jaipur

21 Sharma, Vimal *Swatantrayottar hindi kahani mein nari ka swarup* MSV, Udaipur

22 Shukla, Santradevi *Ratikaleen kavya mein Krishna bhakti ka swarup* Nagpur U

23 Shukla, Sunanda *Adhunik hindi mahakavyon mein avtarvad ke sankalpana* U Raj, Jaipur

24 Singh, Awadhesh Prasad *Adhunik hindi sahitya ka itihaz darshan* U Calcutta

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27 Varshney Sudha *Gupta Jee ke kavya mein paurnam nam aur charitra* Kum U, Nainital

28 Vijay Laxmi *Sanskritik anuvanshikta ke sandarbh mein swatantrayottar hindi upanyas ke patra* U Raj, Jaipur

Urdu

1 Ansari, Abdul Naseem *Maulana Abdul Bari Mam Ajmeri Hayat aur Kanneh* RDV, Jabalpur

2 Khan, Nighat Rehana *A study of craft and technique in urdu short story from 1947 up to date* U Delhi

3 Siddiqua, Tayyaba *The age of Ghalib* U Calcutta

4 Zahra Mumtaz *Wajid Ali Shah at Matiabury His literary and cultural contributions* U Calcutta

Bengali

1 Bandyopadhyay, Maya *Gaurango Padavalir itihaz-O-bhava saundarya* U Calcutta

2 Bandyopadhyay, Sukhendubikas *Natyakar Ramnarayan* U Calcutta

3 Bandyopadhyay, Sukumar *Bangla upanyase Manast-vatwikata, 1900-1935* U Burdwan

4 Bhattacharya, Chinmayi *Bingsha Satapdar, 1914-1947 Mukhya katha-sahitviker rachanay gram-Bangla* U Burdwan

5 Chakrabarty, Baridbaran *Bangla kathasahitya (Galpo-O-upanasve) Biharer lokjiban* U Calcutta

6 Chakraborti Bratati *Bangla Siva-sahitya-O-Ray-parivar Upendra Kishore Raychoudhuri-O-Ray-parivarer paravartit Lekhakbunda* U Burdwan

7 Ghosh, Tapabijay *Unish sataker ml-Andolan-O-Banglar Sataswat Samaj* U Calcutta

8 Ghosh, Trilochan Lodha *A socio-economic and cultural survey* U Calcutta

9 Lahiri Amaresh Chander *Development and Characteristics of Bengali novels* NBU, Rajarammohunpur

10 Sarkar, Basudeb *Sarat Chandrer upanyaser shil-pariti* U Burdwan

Orisa

1 Das, Basudev *Orisa sahitya dharm-O-samskrutire Tulasi kshetra* Utkal U Bhubaneswar

2 De, Nilima *Orisa upanyasika Fakir Mohan-O-Bangla upanyasika Bunkim Chandra Eka tulnatmaka adhyayana* Sambalpur U

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1 Vyas, A N *Pavada Swarup aur vikas* Saur U, Rajkot

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1 Dube, Vyas Narayan *Chattisgarhi ke kshetriya evam varg gat prabhedon ke vachkon ke bhashavagyanik pratis-rhupna* RSU Raipur

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1 Gholam Rasul *Chishti-Nizami Sufi order of Bengal till mid 15th century and its socio-religious contribution* U Calcutta

2 Mohammad Fayyazul Haqq *Jalaluddin Suvani His life and works* Gauhati U

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1 Aboobacker K P *Muhammad Kurd Ali Life and works* Calicut U

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1 Lalkar, P B *Balakrishna Bhakti as value referent in Malayalam poetry* U Ker, Trivandrum

2 Prasannan, K V *A contrastive study of malayalam and english sound systems* RSU, Raipur

Kannada

1 Dande V S *Types and motifs of the folktales of Gulbarga District* Gulbarga U

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